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Brunila, Kristiina – Mertanen, Katariina – Ikävalko, Elina – Kurki, Tuuli – Honkasilta, Juho – Lanas, Maija – Leiviskä, Anniina – Masoud, Ameera – Mäkelä, Kalle – Fernström, Pinja. 2019. Young people and support systems in the ethos of vulnerability. *The Finnish Journal of Education* 50 (2), 107–119.

The social exclusion and marginalisation of young people has been a prevalent topic of concern in public discussion and politics. As a solution to this concern a wide range of policy measures and support systems, such as short-term programmes and projects providing education, guidance and rehabilitation, have been offered. In parallel with this concern, both national and transnational political discussions have dealt with different 'crises', especially in terms of the economy. In this paper, which is based on the outcomes of a research project funded by the Academy of Finland and entitled "Interrupting Youth Support Systems in the Ethos of Vulnerability" (2017–2021), we examine the support systems aiming to prevent the social exclusion of young people, and also the broader political and social context embedding these systems. We particularly address the construction of the "ethos of vulnerability" in the support systems and the preconditions this ethos creates for young people's being and doing. As examples of these preconditions, we introduce three interrelated and typical mechanisms which, based on our results, seem to narrow down young people's possibilities of being and acting.

Descriptors: young people, support systems, ethos of vulnerability, discursive practices

Pikkarainen, Merja – Hakala, Juha T. – Kykyri, Virpi-Liisa. 2019. "Sense of being an outsider" – A case study about school experiences of female Romany school drop-outs. *The Finnish Journal of Education* 50 (2), 120–135.

This paper focuses on narratives in which three female Romany school drop-outs, in prison at the time of the interviews, tell about their school experiences. The narrative interviews with each participant consisted of three sessions. The narrative accounts written down by the interviewer were discussed and confirmed with the participants. The reasons for dropping out from school, as described by the interviewees, as well as the accumulative effects of these elements were analysed from the perspective of intersectionality. Furthermore, their perceptions of belonging, and the ways in which the participants positioned themselves as students were examined. As reasons contributing to their decision to quit school, the interviewees named e.g. discriminative treatment, being left alone among peers at school, and the lack of parental support for schooling. As students the participants considered themselves as outsiders who were at the same time seeking for approval and a sense of belonging within the school community. Their role as school students involved balancing between active membership and the sense and experience of being an outsider in the school community.

Descriptors: prejudice, school drop-outs, intersectionality, inequity, Romany women, socio-economic status

Metsäpelto, Riitta-Leena – Viljaranta, Jaana – Tuominen, Heta – Aunola, Kaisa – Poikkeus, Anna-Maija – Mullola, Sari. 2019. Candidates' performance in class-teacher student admission tests (VAKAVA) and its association with matriculation examination grades, goal achievement orientations, and other motivational factors. *The Finnish Journal of Education* 50 (2), 136–148.

This study contributes to research on student selections for class teacher education by examining how grades in matriculation examination, goal achievement orientations, and other motivational factors are associated with the test scores in the exam prepared by the National Selection Cooperation Network in the Field of Education (VAKAVA) in Finland. The written VAKAVA exam consists of scholarly articles that candidates study in advance and a subsequent test with multiple-choice questions to assess cognitive and academic study skills. The study participants were candidates seeking admission to class-teacher education at the University of Jyväskylä in 2014 and 2015 ($n = 399$). The data consisted of the VAKAVA test scores and the candidates' self-reports on their goal achievement orientations (mastery-intrinsic, mastery-extrinsic, performance-approach, performance-avoidance, and work avoidance orientations) and other motivational factors (school value, academic withdrawal, fear of failure). Path analysis showed that the candidates with higher VAKAVA test scores had also got higher grades in the matriculation exam. They also regarded education and schooling generally meaningful and valuable. In addition, higher VAKAVA test scores were related to the desire to outperform other candidates (performance-approach orientation) and a lower degree of fear of failure. The results are relevant for the implementation of teacher student selections, which is currently one of the key development targets of teacher education in Finland.

Descriptors: student selection, class-teacher education, matriculation examination, goal achievement orientation, motivation

Sulkunen, Sari – Saario, Johanna. 2019. Knowledge construction and literacy: case study of literacy practices in upper secondary school history lessons. *The Finnish Journal of Education* 50 (2), 149–163.

In this article, we study the role of literacy in the instruction of one history teacher at an upper secondary school. We aim to describe the teaching of disciplinary literacy in history during the transition to the new curricula that emphasise procedural knowledge more than the previous ones. Based on the teacher interview and classroom data, the case study focuses on the textual landscape, literacy activities and related instruction. The method of analysis was theory-driven content analysis. The results showed that the history teacher used diverse materials during the lessons but the textbook still dominated. The main goal of literacy practices was content knowledge learning, and explicit instruction for literacy activities was given rarely. Literacy practices related to historical knowledge construction were rather scarce. Nevertheless, the teacher had a clear understanding of disciplinary literacy practices, showing preparedness for procedural history teaching. The challenges in the transition towards this type of teaching are mostly pedagogical.

Descriptors: history teachers, literacy, language awareness, knowledge construction